

**COURSE DATA****DATA SUBJECT****Code:** 33471**Name:** Pedagogy for the elderly**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1306 - Degree in Social Education	Socio-educational intervention II	ELECTIVES

COORDINATION

VENDRELL CHIRIVELLA JOSE TOMAS

SUMMARY

The sector of older persons can be considered a group of special relevance by their high number, needs of health recognition, social role, capacity to consume and enjoy leisure and free time, as well as his progress consciousness-raising group. Your new profile presents new demands, interests and possibilities, so it is required professionals prepared from a multidisciplinary perspective. Social educators should know and education intervene in this sector of the population with full impact on other sectors.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS



No enrollment restrictions are specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

-

Acknowledge and respect diversity and promote interculturality.

Advise and accompany individuals and groups in socio-educational development processes.

Advise on the design and implementation of socio-educational plans, programmes, teaching projects, media and activities.

Apply and coordinate educational programmes and methodologies for personal, social and professional development.

Be able to adapt to new situations.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to identify the degree of development of individuals in all their dimensions.

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be able to work in multi- and inter-disciplinary teams.

Be prepared for independent lifelong learning.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate initiative and entrepreneurship.

Demonstrate organisational and planning skills.

Desarrollar y coordinar intervenciones educativas con personas o grupos, con necesidades educativas especiales, en situaciones de riesgo, de desigualdad o discriminación por razón de género, clase, etnia, edad, discapacidad y/o religión.

Design and implement processes for the evaluation of socio-educational intervention programmes and strategies in various contexts.



-
- Design and implement processes of social participation and community development.
 - Design and manage means and resources for socio-educational intervention.
 - Design educational plans, programmes, projects, actions and resources in different contexts.
 - Develop innovation and creativity in professional practice.
 - Develop tools for gathering and analysing educational information.
 - Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
 - Facilitate and manage cooperation in educational and professional processes.
 - Have capacity for analysis and synthesis.
 - Have critical and self-critical capacity.
 - Have problem-solving skills and decision-making capacity.
 - Have skills for information management.
 - Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.
 - Intervene in socio-educational and community projects and services.
 - Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.
 - Know the principles and fundamentals of attention to diversity.
 - Lead and coordinate socio-educational plans, programmes and projects.
 - Manage and coordinate entities, equipment and groups, according to different contexts and needs.
 - Mediate in situations of risk and conflict.
 - Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
 - Promote processes of cultural and social revitalisation.
 - Show active ethical commitment to human rights, gender equality and sustainability.
 - Show commitment to professional identity, development and ethics.
 - Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
 - Students must be able to communicate information, ideas, problems and solutions to both expert and lay



audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Supervise and evaluate plans, programmes, projects and schools.

Teach in different socio-educational contexts.

Train agents and educators in socio-educational and community intervention.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Older people: a new phase of adaptation.

2. The retirement.

3. Evolution of the Spanish family and the person mayor.

4. Physical development and educational intervention with seniors. Theories.

5. Cognitive development of the largest and educational intervention.

6. Dementias. Classifications and educational intervention.



7. Guidelines for the preparation of educational intervention with older programs.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	12,00
Preparation for assessment activities	10,50
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

- Participatory lecture
- Group discussion, debate, etc.
- Reflection preparation
- Classroom practices: application of theory, case studies, problem-solving, use of tests and instruments
- Group work

EVALUATION

Sistema d'avaluació de l'assignatura

The evaluation will consist of four distinct parts:



Initial evaluation: through questionnaire or task in which the basic knowledge on the subjects of matter will be assessed.

Continuous evaluation

a) Using portfolios to integrate productions of the student through the process of learning: personal of reading, essays, issues, activities, practices, resolution of problems, elaboration of projects and programmes, cooperative work... The part practice, you will perform in group or individually, and its value will be % the final note contained in the teaching guide of each teacher.

b) Exhibition by groups of a service learning program. The originality of the programme, exploration and detection of real needs on which is based the service, clarity in the design of the program and the exhibition in the same class shall be taken into account...

The design of the programme shall consist at least of the following sections:

1. presentation of the programme and justification of it, in accordance with the needs identified in the Community (barrio, population, institution or body...).
2. Exhibition of the objectives of the service and the objectives of learning linked to the service.
3. Methods or instruments to evaluate the service and obtained through the same learning

The value of this paragraph will be % of the final grade that figure to the teaching guide of each teacher. The exhibitions will be the last classes of the course.

Final evaluation: using test final oral or written theoretical-practical character in which the students demonstrate mastery of specific skills of matter.



The individual written test is carried out on dates that are officially determined. In this test, the student should answer to a series of theoretical questions about the content explained in class, performed readings, or aspects worked in practical cases. This test assesses the conceptual and technical domain of matter, will take the value of the % of final mark appearing at the teaching guide of each teacher.

Student self-assessment: evaluation by the student of the process and the learning outcomes, which may serve the teacher to qualify the qualification, according to the maturity and ability to self-criticism of the student.

Criteria for Evaluacion

Teoria

- Domain-specific terminology and accuracy conceptual.
- Clarity in the written statement and capacity of synthesis exhibition orderly, systematic and documented the content of the discipline
- Personal, critical and informed development of the learned.
- Grammatical and syntactical correction of the expression.

Practical

- Assistance to clase
- Active participation, commitment and quality of the submitted work interes
- Aadaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional informat etc.
- Comply with deadlines established.



- Clarity of Exposition, organization of ideas, capacity of synthesis
- Wealth, originality and relevance of ideas and personal opinions.

Evaluation on conditions of non assistance: students who are unable to attend regular class should be in contact with the teachers of the subject during the first two weeks of the semester, stating and justifying their choice and their inability to attend the course normally. The aim of the interview with the teacher also specifies alternative work schedules (see the teaching guide of each teacher).

Important note: to approve of the subject and be able to apply the averages or percentages of the different exercises it is necessary to overcome or approve each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion applies both in the face-to-face option as the non Presential option for students.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

e>

REFERENCES

- Referència b1: Bedmar, M., Muñoz, J. y Fresneda, M. D. (2004). Gerontagogía: educación en personas mayores. Universidad de Granada.
- Referència b2: De Juanas, A. y Rodríguez, A. E. (2019). Educación de personas adultas y mayores. UNED.
- Referència b3: Flores, M. F. (2017). La intervención educativa con personas mayores. Editorial Académica Española.
- Referència b4: García, A. y Benito, J. (2003). Educación para la salud y personas mayores. Ayuntamiento de San Pedro del Pinatar.
- Referència b5: Sáez, J. (2003). Educación y aprendizaje en las personas mayores. Dykinson.
- Referència b6: García, J. (2004). La educación en personas mayores: ensayo de nuevos caminos. Narcea.
- Referència b7: Lirio, J. y Arias, E. (2020). Educación de personas mayores y envejecimiento activo en



Iberoamericana. Nau Llibres.

Referència c1: Laforest, J. (1991): Introducción a la gerontología. Herder.

Referència c2: Martínez, S. (2003). Reconstruyendo la educación de personas mayores. Grupo Editorial Universitario.

Referència c3: Montoya, M. y Fernández, M. (2002). Educación de las personas mayores. UNED.

Referència c4: Pérez Serrano, G. (coord.). (2006). Intervención y desarrollo integral en personas mayores. Editorial Universitas

Referència c5: Pérez Serrano, G. (coord.) (2004). Calidad de vida en personas mayores. Dykinson.

Referència c6: Pérez Serrano, G. (coord.) (2004). Cómo intervenir en personas mayores. Dykinson

Referència c7: Sarrate Capdevilla, M. L. (2006): Atención a las personas mayores. Intervención práctica. Editorial Universitas.